

procedure. During this same period of time, she was being taught both of these signs during lunch and snack times. Once proficiency was reached during the 15-second timings, progress was monitored during lunch and snack times. Chart 2 displays Donna's progress for the sign for food. Some generalization for both signs occurred and proficiency was reached and maintained.

Similar success has been achieved in teaching signing to other students utilizing this strategy. The students enjoy using their new skill and the freedom it brings them.

REFERENCE

Sailor, W., and Guess, D. (1983). **Severely handicapped students: an instructional design.** Boston: Houghton-Mifflin.

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About PT

NOTES FROM THE EDITOR

Patrick McGreevy

Welcome to Volume V, Number 2. I would like to thank the following people at Louisiana State University for assisting with the publication of JPT: Ted Devlin, Coordinator of Special Education, Alden Moe, Chairman of Curriculum and Instruction, and Charles Smith, Dean of the College of Education. Their assistance is greatly appreciated.

If you have suggestions for improvements in JPT, let us know. If you would like to react to an article or a column, send us a letter. If you have information on new curricula, technology, or teaching strategies, send it along and we will include it in the next issue.

AROUND THE STANDARD CELEBRATION CHART

Patrick McGreevy

The Journal of Precision Teaching was founded in 1980 to serve two major purposes: (1) to publish research conducted using frequency, the Standard Celebration Chart, and the measurement and teaching strategies of Precision Teaching; (2) to promote and preserve standard behavior measurement; and (3) to share technical and practical information among Precision Teachers. In 1980, these three purposes were not being fulfilled by any other publication. Other journals were reluctant to publish Chart-based articles and many Precision Teachers were unwilling to continue submitting manuscripts.

In the last few years, however, several journals have published articles describing Precision Teaching strategies and/or containing multiply-divide charts that resemble the Standard Celebration Chart. This new development has encouraged many Precision Teachers to submit Chart-based manuscripts to these and other journals. The Journal of Precision Teaching and your editor enthusiastically support this initiative.

Since its inception in 1980, the Journal of Precision Teaching has had an 8 1/2" x 11" format and has printed the Standard Celebration Chart in its original size. The reasons for this adherence to a standard format and a standard chart are outlined in the second article in this issue.

Since most other journals have a format that is too small to accommodate the Standard Celebration Chart, the multiply-divide charts contained in articles in these journals have been either reduced, or truncated and enlarged Charts. In the first instance, the Chart has been reduced to less than its normal size. In the second instance, the Chart has been truncated or cut along each scale so that from 1-3 cycles and 1-10 weeks remain. Then, this truncated chart has been enlarged to fill a journal page. In the interest of preserving standard behavior measurement, your editor would like to suggest two alternative options for preparing

charts for these journals. These options were developed as a result of a recent conversation with Chuck Merbitz.

The first option is to truncate or cut the Chart without additional enlargement(see Chart 1). A Daily Standard Celeration Chart that has been simply truncated, rather than reduced, or truncated and enlarged, retains the distance between values along both the Count Per Minute and the Successive Calendar Days scales. In other words, frequency multiplier, the measure of performance change, remains intact.

A truncated Chart, however, may cause a reader to misinterpret the magnitude of a frequency. For example, in Chart 1, one every five minutes is near the bottom rather than near the middle of the Count Per Minute scale. A reader could easily misread this frequency as approximately one every eight hours. To minimize the number of times this confusion occurs, arrows and numbers indicating the parts of the Count Per Minute scale that are missing can then be drawn as shown in Chart 1. The missing part of the Successive Calendar Days scale can also be indicated.

A truncated Chart may also cause a reader to misinterpret the value of a celeration line. As shown in Chart 1, a x2 celeration line has the same slope and covers the same distance along the Count Per Minute scale, but no longer bisects the chart diagonally. A x2 celeration may be misread as something more or less than x2.

To eliminate the possible misinterpretation of the value of a celeration line, a second option is available: truncating the Chart proportionally, that is, by the same fraction along each scale. Chart 2 is a Daily Standard Celeration Chart truncated proportionally by one-half. Both the Count Per Minute and the Successive Calendar Days scales have been truncated by one-half. As a result, Chart 2 has three cycles and 70 days. A x2 celeration line bisects the chart diagonally, and, as a result, the x2 value should not be misread.

As shown in Chart 2, the fraction that the Chart is truncated is determined by the distance from the counting period floor to the aim mark and the number of weeks required to display all the frequencies on the Chart. For ease of reading, the Daily Chart should be truncated so that a /2 distance remains below the floor and a x2 distance above the aim mark, and so that a distance of one week remains after the last week containing one or more frequencies.

When preparing a daily chart to accompany a journal article, take a frequency finder and measure the distance along the Count Per Minute scale from a point /2 below the counting period floor to a point x2 above the aim mark. Then, count the number of weeks you wish to display on the chart. Count from the first week during which there is at least one frequency to the last week in which there is again at least one frequency and add one week. Then use Table 1 to determine where the Chart should be truncated. Truncate the chart proportionally, as necessary, and, as shown in Charts 1 and 2, indicate the missing part(s) of each scale. Make certain that each scale is clearly and correctly labelled.

Table 1

Truncating Proportionally The Daily Standard Celeration Chart				
Weeks Needed	Dist. Meas.	Trunc. Cycles	Where: Day Line	Fract. Line Trunc.
1-6	=x100	2	47	2/3
7-9	=x1000	3	70	1/2
10-12	=x10000	4	93	1/3
13-16	=x100000	5	123	1/6

Chart 3 requires a distance along the Count Per Minute scale of x500, but contains 11 weeks of frequencies. Thus, the Chart must be truncated proportionally by 1/3. As shown in Chart 3, the Count Per Minute scale does not have to be truncated along frequency lines that begin a cycle.

When preparing a weekly, monthly, or yearly chart or summary chart, follow the same procedure for measuring

Chart 1. A Daily Standard Celeration Chart
Truncated by Four and One-half Cycles
and Sixteen Weeks

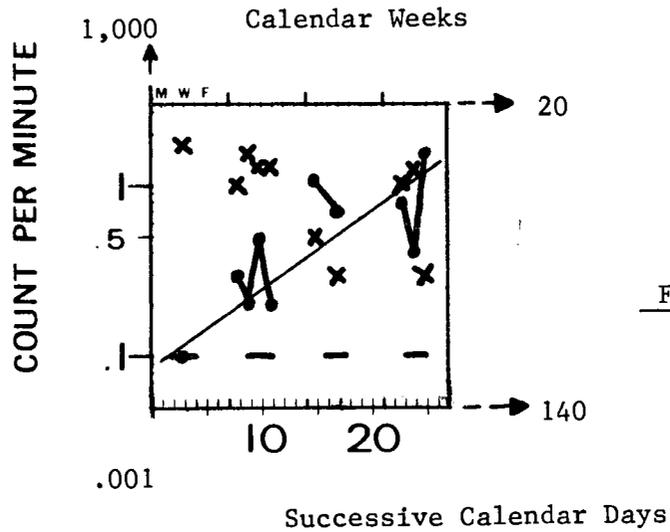


Chart 2. A Daily Standard Celeration Chart
Truncated Proportionally by One-half

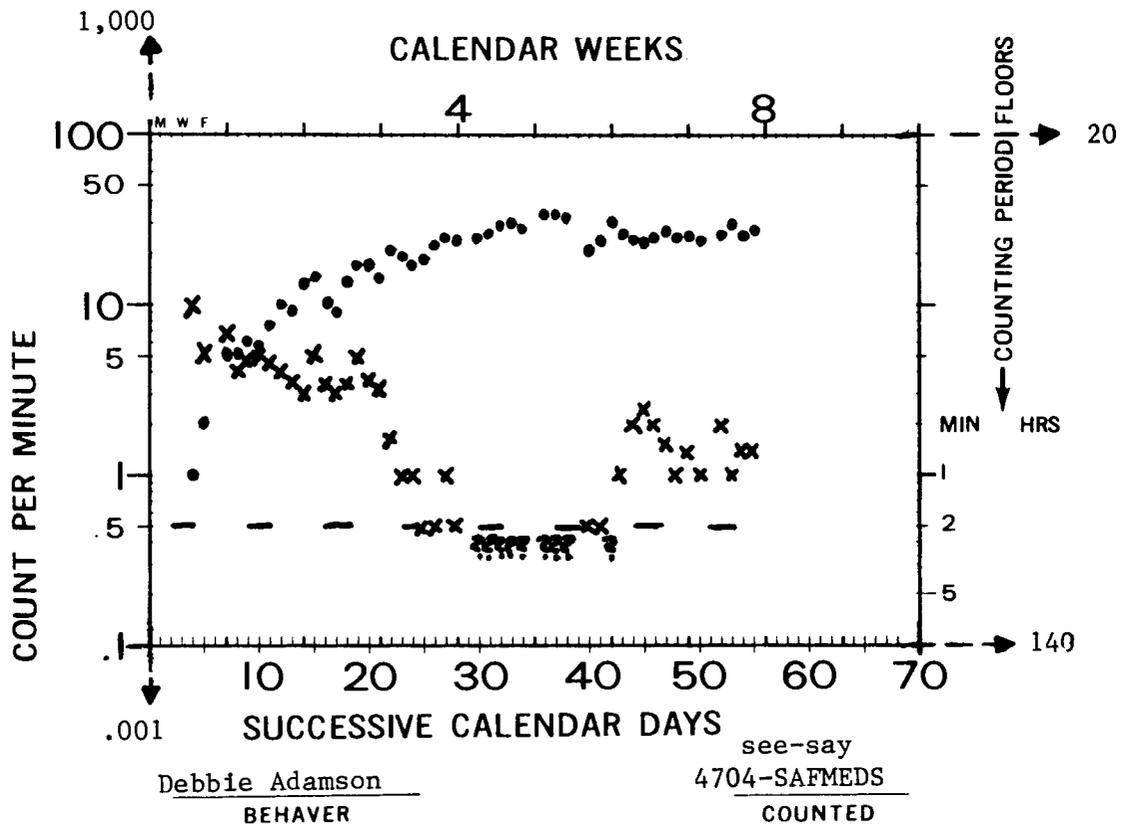
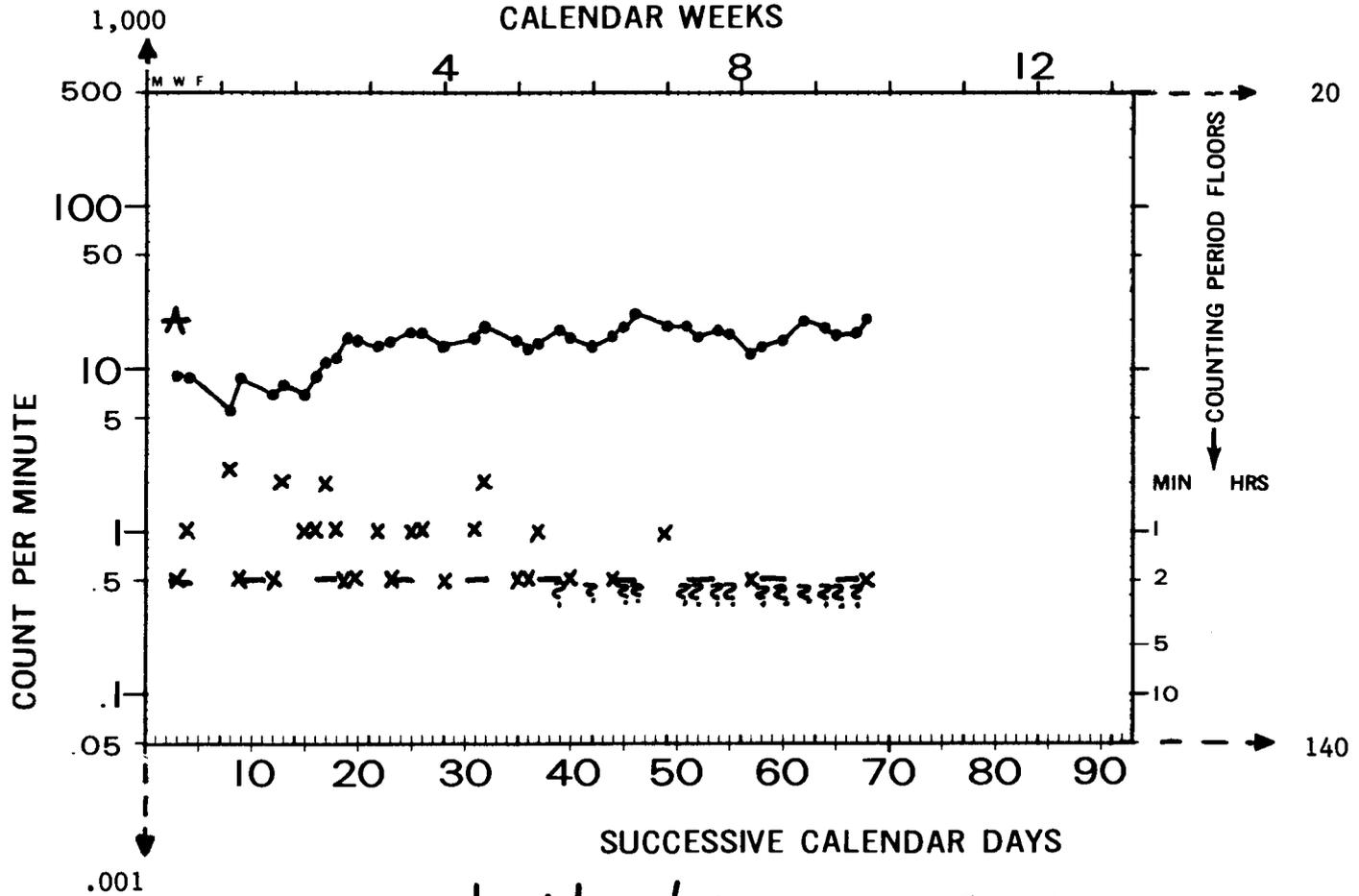


Chart 3. A Daily Standard Celeration Chart Truncated Proportionally by One-third



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distance along the up-the-left (frequency) scale. If there is no counting period floor or no aim mark, measure the distance from a point $\frac{1}{2}$ below the lowest frequency or from the "0" frequency line to a point $\times 2$ above the highest frequency. Then, determine the number of weeks, months, years, or decades you wish to display on the chart and add one of these periods of time. Then, use Table 2, 3 or 4 to determine where the Chart should be truncated.

Table 2

 Truncating Proportionally
 The Weekly Standard Celeration Chart
 or
 The Weekly Summary
 Standard Celeration Chart

Months Needed	Dist. Meas.	Trunc. Cycles/Wk.	Where: Line	Fract. Trunc.
1-6	=x100	2	34	2/3
7-9	=x1000	3	50	1/2
10-12	=x10000	4	67	1/3
13-16	=x100000	5	88	1/6

Table 3

 Truncating Proportionally
 The Monthly Standard
 Celeration Chart
 or
 The Monthly Summary Standard
 Celeration Chart

Years Needed	Dist. Meas.	Trunc. Cycles/Mo.	Where: Line	Fract. Trunc.
1-3	=x100	2	41	2/3
4-5	=x1000	3	60	1/2
6	=x10000	4	81	1/3
7-8	=x100000	5	106	1/6

Table 4

 Truncating Proportionally
 The Yearly Standard
 Celeration Chart
 or
 The Yearly Summary Standard
 Celeration Chart

Decades Needed	Dist. Meas.	Trunc. Cycles/Yr.	Where: Line	Fract. Trunc.
1-3	=x100	2	34	2/3
4-5	=x1000	3	50	1/2
6	=x10000	4	67	1/3
7-8	=x100000	5	88	1/6

When preparing the text of the journal article, refer to each truncated Chart as a Daily (or the appropriate version) Standard Celeration Chart truncated proportionally by $\frac{1}{3}$ (or the appropriate fraction). For example, you might describe a chart like this, "Figure 1 is a Daily Standard Celeration Chart truncated proportionally by $\frac{2}{3}$... As shown in Figure 1,..."

In sum, a Standard Celeration Chart that is truncated proportionally results in the least amount of compromise to standard measurement and the least amount of possible reader confusion. When journal format will not allow the display of the Standard Celeration Chart in its original size, I recommend submitting Standard Celeration Charts truncated proportionally with indications of what parts of each scale are missing. I further recommend suggesting to the editor that, in the interest of standard behavior measurement, you would like to have the charts printed exactly as submitted. If the article is accepted for publication and the editor requests that the charts be reduced in size, I recommend resubmitting charts that are simply truncated. Although these charts may tend to confuse some readers, they are the next nearest approximation of the Standard Celeration Chart. If these truncated charts are accepted, be sure to change the text and refer to each chart according to how much it was truncated along each scale. For example, you might describe a chart like this, "Figure 2 is a Weekly Standard Celeration Chart truncated by

4 cycles along the Count Per Week scale and by 30 weeks along the Calendar Weeks scale... Figure 2 displays..."

If anyone would like to propose amendments to these two options or suggest additional options, I would appreciate hearing from you. I would also like to hear from anyone who attempts to implement these options. Finally, if your Chart-based article appears in another journal or you read a Chart-based article in another journal, let us know. We will share the reference with JPT readers and with John Eschleman, who is keeping the Precision Teaching Bibliography up-to-date.